

## School District of Westfield

Contact: Margaret Dolde, Principal  
Neshkoro Elementary School  
114 East Park Street  
Neshkoro, WI 54960  
(920) 293-4219

The School District of Westfield encompasses 250 square miles and includes the communities of Neshkoro, Oxford, Westfield, and Coloma. Each of these four communities (with a combined population of about 4,800) has its own K-8 building; enrollment at the elementary schools ranges from 160-380 and totals approximately 1,000. Pioneer Westfield High School serves about 500 students from the four K-8 schools. Because the district is so far reaching, these schools are located in three telephone area codes.

Taxpayers in the district passed a \$9.3 million referendum, which resulted in a new Pioneer Westfield High School that opened in the fall of 1997. The spacious and well-equipped facility replaces one originally constructed in 1923; it enables the district to better meet requirements of special-needs students, provides sufficient space for all curricular and co-curricular areas to function and grow, and improves the atmosphere for student learning and behavior. The community's pride in its "state-of-the-art" high school is evident in a souvenir program for the dedication that describes the new facility and offers expressions of pride and gratitude from staff, students, and community members. The comment of a social studies teacher is typical, "Hopefully, pride in ownership will be learned as these new Pioneers take possession of a truly wonderful gift. I am excited about finding even more ways that our new facility will help to change the shape of education

in Westfield." Furthermore, as a result of continuing study and recommendations from a citizens committee, a \$7.9 million bond referendum for a middle school is scheduled for Fall 1998.

Although the district lacks the employment stability that might be provided by large business and industry, it is home to workers who commute to Oshkosh, Ripon, Madison, and Stevens Point. Other workers are involved in farming, canning, and a variety of small businesses. The number of students eligible for free or reduced-price lunch ranges from about 37 percent at one elementary school to about 59 percent at another.

Students of color, mainly Hispanic migrant students, make up about one percent of the population in each school. The temporary nature of migrant work creates special challenges for students and for the district. For example, in the Neshkoro Elementary School, about 25 of the 175 students who start the school year are children of migrants who will leave by the end of the academic year.

### Implementation Strategie

#### *School Health Curriculum Integration Project Grant*

District staff report that participation in this three-year project, which was administered by Cooperative Educational Service Agency (CESA) 5 with funds from the Department of Public Instruction (DPI), has greatly assisted in their development of an integrated and comprehensive prevention education curriculum. Throughout the process, CESA 5 used the Wisconsin Framework to help participating districts understand the scope of prevention education and comprehensive

school health programs. CESA 5 also provided inservice workshops, conducted site visits to develop programming specific to each school, and provided basic 4MAT training (a method of identifying and teaching to different styles of learning) to district educators. (The process by which the School District of Westfield developed its curriculum is described in more detail in the upcoming section on Curriculum, Instruction, and Assessment.)

### *Other Funding Support*

**DPI Student Mini-Grants:** In the 1997-98 school year, the district applied for and was awarded DPI Student Mini-Grants that were used to institute Beginning Alcohol and Addictions Basic Education Studies (described in more detail in the section on Curriculum, Instruction, and Assessment). These funds were also used to develop a “Wheel of Fortune” type program that the district is calling “Wheel of Prevention.” Run by peer helper groups, it teaches youth facts and figures about alcohol use.

**Alcohol and Traffic Safety Grant:** This grant, administered through the DPI, helped the district teach the connection between making good decisions and traffic safety. In the 1997-98 school year, the district’s fifth-grade students were instructed in traffic safety, pedestrian safety, driver safety, and violence. Students first learned the material themselves and then put together a workbook for students in kindergarten through fourth grade.

**State AOD Program Grant:** This funding enabled the district to certify three team members to train other district teachers in the 4MAT Style of Learning and Teaching and to continue the curriculum integration project.

## **Healthy School Environment**

The School District of Westfield has expanded its focus on fostering a healthy school environment and explicitly recognizes its importance in the following belief statement: “A healthy school environment will raise students’ positive self-esteem so they can achieve higher expectations.” Prevention programs are an important vehicle within the district for raising student self-esteem, helping students avoid risk behaviors such as ATOD use and enabling them to be more

productive. Within its prevention programs, a major district strategy is peer education. Students first learn about ATOD issues, and then these “new graduates” of the program act as teachers who pass along the lessons to other students. In the process, the prevention message is reinforced for both peer educators and those they educate.

**Power of Positive Students (POPS):** The goal of this program, which is coordinated by the guidance department, is to foster a positive atmosphere in which both educators and students can teach and learn. Each building determines how their POPS program is operated. For example, in Neshkoro Elementary School, the K-8 teachers have decided that their classrooms will participate in a positive activity at the end of each month in which students consistently observe the school’s Bill of Rights.

**District Inservice:** A recent districtwide inservice focused on maintaining a positive, safe learning environment for all students. A guest speaker discussed creating a positive learning environment, and staff members then listed ways they could contribute to a positive school climate. Using these lists, staff from each building then selected what they could do within their setting. Finally, individual staff members developed a desk reminder of what they can do each day to help foster a healthy school environment.

**“Caught Being Good”:** Staff members also initiated a “Caught Being Good” form on which to record students who do something special. These forms went into a monthly drawing for further recognition. The program was so successful with students that it was expanded to include the staff. The district theme became “Caught Doing Good,” and separate drawings for students and staff were implemented each month.

**Yearly Building Themes:** Staff members at each school building select a specific theme related to a school goal or a positive message to promote for the year. The theme (for example, “Smile”) is reinforced through daily announcements and signs in the hallway as well as staff and principal promotion. This promotion can be as simple as reminding students to “Smile” or simply smiling at students as they pass in the hallway. The program is a cost-effective way to continually promote a positive learning environment in which all students can succeed.

## Curriculum, Instruction, and Assessment

Through its participation in the three-year CESA 5 Comprehensive School Health Curriculum Integration Project, the district has established a K-12 curriculum committee that developed a comprehensive, integrated Prevention Education Curriculum. The curriculum was piloted in the district during the 1997-98 school year.

Initially, a number of staff members at Neshkoro Elementary School were invited to participate. During 1996-97, the first year of the project, they realized that the scope of the curriculum should be districtwide. Therefore, a districtwide Comprehensive School Health Curriculum Team, consisting of 12 educational staff members representing different academic grade levels or specialties, was established to assist in the development of a K-12 integrated, comprehensive school health curriculum. Margaret Dolde, the Neshkoro Elementary School principal responsible for curriculum development in the district, is heading the implementation process. The chair of the district's Counseling Department has also become more involved in the district's prevention education efforts.

During the 1997-98 school year, the Comprehensive School Health Curriculum Team assessed the district program and curriculum, identifying areas of need by using the Comprehensive School Health Program Assessment Tools from the Department of Public Instruction. They matched the prevention education curriculum selected for the district with the second draft of state standards, asked for feedback on the curriculum from all K-12 district staff, and made revisions in preparation for piloting that same year. Topic areas within the curriculum include accident prevention and safety, career exploration, communication skills, community health, disease control, environmental health, family life, feelings and emotions, human sexuality, interpersonal relationships, nutrition, personal health and safety, responsible decision making, self-esteem, and substance abuse.

In May 1998, the team collected all teachers' curriculum drafts and used these working copies to make further revisions. The School Board approved the curriculum in June 1998. The district has purchased materials that classroom teachers will need to implement the revised curriculum in subsequent school years and is currently in the process of rewriting the core curricula to coordi-

nate with the state standards and assessment system. During this process, the Comprehensive School Health Curriculum will be further integrated into other curriculum areas. At the end of the 1998-99 school year the Comprehensive School Health Curriculum Team will again ask for teacher input, make necessary revisions, purchase materials, and provide for staff development.

As part of a CESA grant, the district has trained teachers in the 4MAT Style of Learning and Teaching, a tool for adapting teaching styles to accommodate the different learning styles of students. Some members of the curriculum team saw that 4MAT would be useful both for delivering the prevention curriculum and for integrating it into other subject areas. 4MAT seems to be especially helpful for students who may not learn well with more "traditional" instructional methods. This is particularly important given a student population that includes migrant students and a mix of students from rural areas. Finally, staff members believe that this model plays a significant role in prevention because students, especially those most at risk, are more likely to succeed when they learn in their preferred learning style and are stretched in their less-preferred styles.

District staff members note some positive results of this curriculum development process. First, the project has increased collaboration among district staff, which is difficult because of the distance between elementary schools in the district. Second, students in grades 5-8 benefit from the development of a sequential and integrated prevention education curriculum. Previously, each department (health, developmental guidance, and classroom teachers) had an individual curriculum resulting in repetitive or similar lessons and activities for the same students. After participating in the comprehensive curriculum development process, departments have coordinated and integrated efforts. Finally, the project resulted in the purchase of resources needed to further integrate the curriculum.

The district also utilizes the Beginning Alcohol and Addiction Basic Education Studies (BABES) ATOD prevention program. BABES activities include puppet stories on topics such as ATOD, self-esteem, healthy choices, and family concerns. It is offered variously in grades K-3, depending on the elementary school. Finally, the district holds special events during the year such as a "Smoke-out" and Red Ribbon Week. Held the last week in October, the week focuses on making the choice not to drink alcohol and supporting nonuse.

## Pupil Services

The district employs a school psychologist and four guidance counselors (two at the K-8 level and two at the high school). They meet monthly with administration to address the pupil services needs of children. Social work services are provided as needed by the Marquette County Department of Social Services, and nursing services are contracted from the Marquette County Health Department.

Students in possible need of expanded programming involving community agencies are presented to the district's Children-At-Risk Committee. With parent participation, this group develops and monitors such programming. Members of the committee include the school psychologist, administration, teachers, guidance department, Marquette County Department of Social Services administrator and social workers, and Northland Community Services administrator and employees.

## Student Programs

The district provides a wide range of activities that include but are not limited to sports (football, basketball, softball, volleyball, cross country, and track), drama, forensics, academic clubs, and photography. Student involvement in these activities can raise self-esteem and provide positive peer pressure. In addition, the School District of Westfield offers a number of programs directly related to health and prevention.

**Students Working Together with Educators and Peers:** The districtwide student assistance program is Students Working Together with Educators and Peers (STEP). Groups in STEP are co-facilitated by teachers, counselors, and community members who have received special training. Students may be self-referred or referred by concerned adults such as a parent or teacher. Each group may have a different emphasis (including such topics as stress, health, diet, death, social skills, family, friendship, and dating) or serve specific age levels.

**Peer Programs:** Student volunteers provide student services to their peers with the guidance of staff. Any sixth-, seventh-, or eighth-grade student may apply to be a S.O.S./Peer Mediator or Clown/Peer Educator (see below). Students are interviewed by staff and, with parental permission, are

selected to participate in one of the programs. Student preference, skills, and interests help to determine in which program a student may work. S.O.S. and Clown/Peer Educator students are trained in separate programs each fall by independently hired professionals. S.O.S./Peer Mediators focus on ATOD prevention/education and peer mediation. Peer Educators/Clowns focus on teaching skills to work with elementary-age children. There is no limit to the number of students who may participate in either program.

**Students Operating Straight (S.O.S.):** Group members support the nonuse and nonabuse of ATOD substances. They also serve as peer mediators for K-8 students. Peer mediators can be found at each of the four elementary schools, with a combined total of 30 students during the 1997-98 school year.

**Clown/Peer Educators:** Students in this program teach ATOD prevention lessons to first through third graders, going into the classrooms wearing special T-shirts and clown makeup that catches the eye of younger students. There were more than 70 Clown/Peer Educators during the 1997-98 school year.

**Peer Listeners:** Peer Listeners are high school students who serve in a peer helper capacity. Peer Listeners for the 9-12 student body receive their training from an independently hired professional. Students are taught how to be good listeners and improve communication skills. Students volunteer, and there is no limit to the number of student participants. Peer Listeners are available to help/support their fellow classmates, be a peer model, and improve their own communication skills as well as their peers'.

## Adult Programs

### *Staff Programs*

In addition to the staff programs described in the section on Healthy School Environment, the district has developed a Power of Positive Staff Program for all employees. This was a one-year project to promote a positive school climate for staff as well as students. The School District of Westfield refers staff to the local guidance clinic for an Employee Assistance Program at the Northland Guidance Center, because the school is too small to operate its own.



A districtwide leadership team coordinates staff development opportunities with representation from each building. Based on input from staff and administrators as well as evaluation of prior inservices, the group plans day-long professional development sessions for August, September, and January.

## **Parent Programs**

The district holds Kindergarten Evenings Out for parents of kindergartners. The focus of the program is on building resiliency in children and helping young children make healthy choices. The one-year grant for the program started in the spring of 1997 and was carried over to the fall of the 1997-98 school year. The district organized four Kindergarten Evenings Out, one in each elementary building. The kindergartners and their families were invited to come in and meet others, have dinner, and participate in a parent meeting. The parent meeting was structured so the information was disseminated to meet the diverse learning styles of parents. The end of the program focused on building resiliency in children.

The Kindergarten Evenings Out program stressed building on the assets of children, helping them become resilient learners as they grow. Resiliency-building activities a parent can do at home with preschoolers were presented and modeled for parents. "The big thing is that we all work together—the schools, the parents, and the community—so when they are teens and they are faced with complicated health issues—drugs, gangs and peer pressure—they have enough resiliency to resist the temptation," said Margaret Dolde, Neshkoro Elementary School principal. "As students grow, they lose resiliency, so you have to build resiliency early on."

## **Family and Community Connections**

### *Community Partnerships*

The district works closely with a variety of community agencies and organizations to address health and prevention issues. For example, the district's Children-At-Risk Committee includes representation from the Marquette County Department of Social Services and Northland Community Services. In addition, the school district participates in the Marquette County Coordinating Committee, whose members include the district attorney, judge, corporation counsel, sheriff,

Department of Community Programs, Marquette County Extension, Northland Community Services, and the Department of Social Services as well as district administrators from Montello and Westfield. Committee charges include:

- identifying needs in the community for services to family and children;
- setting, monitoring, and evaluating program objectives;
- identifying technical assistance for program development; and
- coordinating program planning with county and school policy boards.

## **Parent Involvement**

Several parent programs invite input on many school district matters such as ATOD programs, curriculum, violence, and technology. Regularly, the district invites parents to participate in a variety of committees and councils to develop policies, curricula, and goals and objectives. Some adults are specifically requested, although volunteers are always encouraged. There are prom committees, technology meetings, parent/school advisory groups, ATOD groups (Just Say No, ATOD District Advisory Council, and STEP), and the Parent/Teacher Organization. Quite often a school board member is assigned or volunteers to give input into specific issues.

### *School-Community ATOD Advisory Council*

The ATOD District Advisory Council, which has existed for about five years, consists of community members, parents, teachers, and students who collectively set ATOD goals for the school district and assist in implementing programs to meet those goals. Some members volunteer, while others are invited to participate by school staff. The Council discusses and recommends issues to emphasize in the district as well as how to disseminate information on those issues. During the 1996-97 school year, the ATOD District Advisory Council identified prevention education as its main goal. Each of the five schools set specific times during which ATOD prevention education would take place, determined what items would be purchased and handed out, used the table of ATOD prevention displays, appointed the Council representative, and established the target audience. Athletic events, community events, and school (nonathletic) events were the three areas targeted.

## **Future Directions**

The School District of Westfield's vision focuses on an integrated and comprehensive school health curriculum. It must be easy for teachers to implement and not be an "add on" to their already demanding days. Most importantly, the curriculum has to be relevant and have a long-lasting, positive impact on students. The Comprehensive School Health Curriculum Team, through its participation in the CESA 5 School Health Curriculum Integration Project, has taken leadership for developing an integrated

curriculum that meets these criteria. The team will continue to provide working copies of the curriculum for each teacher to use throughout the school year, schedule inservice time to check progress toward performance standards outlined in the curriculum, ask for teacher input, revise the curriculum as necessary, and purchase essential materials. With the dedication of district staff who are willing to use, revise, and assess the curriculum, the School District of Westfield is optimistic that its vision of an integrated comprehensive school health curriculum will be achieved.

# Resources

Questions on Wisconsin's Framework for Comprehensive School Health Programs and available associated resources can be directed to members of the Student Services/ Prevention and Wellness Team at the Department of Public Instruction or to the ATOD Education Network facilitators located at each of the 12 cooperative educational service agencies (CESAs). Information concerning how to reach these people follows.

Publications regarding Wisconsin's Framework for Comprehensive School Health Programs, including *Wisconsin's Framework for Comprehensive School Health Programs: An Integrated Approach*

and the four Framework assessment instruments in the areas of Development Readiness, Content, Quality, and Integration, can be ordered by contacting the Student Services/Prevention and Wellness Team at (608) 266-8960.

Additional information regarding related funding, staff development opportunities, publications, organizations, and web sites can be obtained electronically through the Wisconsin Clearinghouse for Prevention Resources at <[www.uhs.wisc.edu/wch/dpi/](http://www.uhs.wisc.edu/wch/dpi/)> and the Student Services/Prevention and Wellness Team at <[www.dpi.state.wi.us/dpi/dlseasppw/index.html](http://www.dpi.state.wi.us/dpi/dlseasppw/index.html)>.

## ATOD Education Network Facilitators

Sharon Wisniewski, CESA 1  
2930 South Root River Parkway  
West Allis, WI 53227  
(414) 546-3000 or (800) 261-2372  
Fax: (414) 546-3095  
e-mail: [swisniew@execpc.com](mailto:swisniew@execpc.com)

Mark Flottum/Cindy Vaughn/Carol Klopp, CESA 2  
430 East High Street  
Milton, WI 53563  
(608) 758-6232 (Mark)  
(608) 756-3147 (Cindy)  
(608) 232-2861 (Carol) Fax: (608) 868-4864

Rachelle Ruetten, CESA 3  
1300 Industrial Drive PO Box 5A  
Fennimore, WI 53809-9702  
(608) 822-3276 Fax: (608) 822-3828

Carrol Hunder, CESA 4  
1855 East Main St.  
Onalaska, WI 54650  
(608) 785-9364 Fax: (608) 785-9777  
e-mail: [chunder@cesa4.k12.wi.us](mailto:chunder@cesa4.k12.wi.us)

Genny Kirchman, CESA 5  
626 East Slifer St PO Box 564  
Portage, WI 53901  
(608) 742-8811 Fax: (608) 742-2384

Jackie Schoening, CESA 6  
PO Box 2568  
Oshkosh, WI 54903  
(920) 233-2372 Fax: (920) 424-3478  
e-mail: [jcschoen@northnet.net](mailto:jcschoen@northnet.net)

Mary Miller/Jim Kampa, CESA 7  
595 Baeten Rd  
Green Bay, WI 54304  
(920) 492-5960 Fax: (920) 492-5965  
e-mail: [eadam@cesa7.k12.wi.us](mailto:eadam@cesa7.k12.wi.us)

Jeff Bentz, CESA 8  
223 West Park Street PO Box 320  
Gillett, WI 54124-0320  
(920) 855-2114 Fax: (920) 855-2299  
e-mail: [yesjb@netnet.net](mailto:yesjb@netnet.net)

Lynn Thorn, CESA 9  
328 North Fourth Street PO Box 449  
Tomahawk, WI 54487  
(715) 453-2141 Fax: 453-7519  
e-mail: [lathorn@cesa9.k.12.wi.us](mailto:lathorn@cesa9.k.12.wi.us)

Gladys Bartelt, CESA 10  
725 West Park Avenue  
Chippewa Falls, WI 54729  
(715) 723-0341 Fax: (715) 720-2070  
e-mail: [gbartelt@cesa10.k12.wi.us](mailto:gbartelt@cesa10.k12.wi.us)

Bonnie Cook, CESA 11  
225 Osterman Drive  
Turtle Lake, WI 54889  
(715) 986-2020 Fax: (715) 986-2040  
e-mail: [bonnie@cesa11.k.12.wi.us](mailto:bonnie@cesa11.k.12.wi.us)

Gail Syverud, CESA 12  
618 Beaser Avenue  
Ashland, WI 54806  
(715) 628-2363 Fax: (715) 682-7244  
e-mail: [gails@cesa12.k12.wi.us](mailto:gails@cesa12.k12.wi.us)

## **Division for Learning Support: Equity and Advocacy**

Juanita S. Pawlisch, Ph.D., Assistant Superintendent  
(608) 266-1649

Karen Miller, Secretary  
(608) 266-6439

## **Student Services/Prevention and Wellness Team**

Michael Thompson, Director  
(608) 266-3584  
thompnj@mail.state.wi.us

Joan Meier, Program Assistant  
(608) 266-8960  
meierjm@mail.state.wi.us

Doug White, Team Leader  
(608) 266-5198  
whitedr@mail.state.wi.us

Lori Anderson, Consultant  
School Nursing and Health Programs  
(608) 266-8857  
anderls@mail.state.wi.us

Sue Awve, Program Assistant  
(608) 267-3751  
awvese@mail.state.wi.us

Deborah Bilzing, Consultant  
School Counseling Programs  
(608) 266-2829  
bilzidj@mail.state.wi.us

Linda Carey, Program Assistant  
(608) 267-9354  
careyls@mail.state.wi.us

Jo Carlisle, Program Assistant  
(608) 267-9238  
carlisj@mail.state.wi.us

Paula Crandall Decker, Consultant  
Safe & Drug Free Schools  
(608) 267-9244  
deckepc@mail.state.wi.us

Nic Dibble, Consultant  
School Social Work Services & SAPAR Programs  
(608) 266-0963  
dibblnt@mail.state.wi.us

Steve Fernan, Consultant, Prevention Educa-  
tion/School Violence  
(608) 266-3889  
fernasa@mail.state.wi.us

Jon Hisgen, Consultant  
Comprehensive School Health Education  
(608) 267-9234  
hisgejw@mail.state.wi.us

Karen Jensen, Program Assistant  
(608) 267-9239  
jenseke@mail.state.wi.us

Mary Kleusch, Consultant  
Citizenship Programs  
(608) 266-7051  
kleusmp@mail.state.wi.us

Beth Lewis, Consultant  
Drug Free Schools/Compulsory Attendance  
(608) 267-9242  
lewisbe@mail.state.wi.us

Jackie Spencer, Program Assistant  
(608) 266-4447  
spencjr@mail.state.wi.us

Randy Thiel, Consultant,  
Alcohol/Traffic Safety Education Programs  
(608) 266-9677  
thielrr@mail.state.wi.us

Mary Jo Venne, Program Assistant  
(608) 266-2158  
vennemj@mail.state.wi.us

Dennis Wicklund, Consultant  
State AODA  
(608) 266-2820  
wickldg@mail.state.wi.us

Karen Corning Wydeven, Consultant  
School Psychological Services  
(608) 266-7189  
wydevkc@mail.state.wi.us

Vacant, Consultant  
Safe & Drug Free Schools  
(608) 267-5078

Vacant, Consultant  
AIDS/HIV  
(608) 266-7921

Vacant, Program Assistant  
State AODA Programs  
(608) 267-9240



## **Collaborative Partners to the Student Services/ Prevention & Wellness Team**

Julie Allington, Consultant  
Nutrition Education  
(608) 267-9120  
allinjk@mail.state.wi.us

Chet Bradley, Consultant  
Physical and Health Education  
(608) 266-7032  
bradlce@mail.state.wi.us

Sharon Strom, Consultant  
Family and Consumer Education  
(608) 267-9088  
stromsk@mail.state.wi.us